



What is new for TABE in 2016

DRC Overview

- Minnesota-based company founded in 1978
 - 11 locations across the country
 - 650 full-time employees and more than 5,000 seasonal employees
 - July 1, 2015 acquired key assets of the CTB/McGraw-Hill Education assessment business
 - Publisher of the Test of Adult Basic Education (TABE)
since 1967; used by 40,000+ Adult Basic Ed students in Texas annually and in 42 other states

DRC Overview (cont.)

- Major assessment programs with 22 states and multi-state consortia
 - Full-service provider of customized, K–12 assessments
 - Summative, formative, interim, and benchmark assessments
 - Multi-mode assessment programs (computer and paper based)
 - Successfully transitioned numerous states to online assessments
- Delivered over 10 million secure, online assessments nationwide in 2014–2015, with 25 million planned for 2015–2016
 - Including Idaho, Georgia, Michigan, Missouri, Nebraska, Nevada, Pennsylvania, South Carolina, Wisconsin, and the WIDA Consortium



TABE Update

TABE Current Status

- TABE 9/10 is approved at least through 2017
 - Most asked question, alignment to HSE and 11/12
- TABE Online is helping to field test new items now
 - Testlets are the bridge between the 2014 HSE changes and the new NRS of 2016-2017
- More customers still use paper than computer based
- TABE CLAS-E approved in 20 states
 - New CCRS pending for Adult ESL

NRS Changes

- Public Comment period for WIOA draft regulations is closed
- Final NRS Descriptors due in February
- Final NRS Regulations due in Spring
 - Rules for all parts of NRS testing/reporting and AEFLA funding
- Oct. 1,2016 is the first purposed application date for publishers
 - 8-10 month review expected

Beginning ABE Literacy – NRS Level 1 Math



Old/Current: Individual has little or no recognition of numbers or simple counting skills or may have only minimal skills, such as the ability to add or subtract single digit numbers.

New: Students prepared to exit this level are able to decipher a simple problem presented in a context and reason about and apply correct units to the results. They can visualize a situation using manipulatives or drawings and explain their processes and results using mathematical terms and symbols appropriate for the level. They recognize errors in the work and reasoning of others. They are able to strategically select and use appropriate tools to aid in their work, such as pencil/paper, measuring devices, and/or manipulatives. They can see patterns and structure in sets of numbers and geometric shapes and use those insights to work more efficiently.

Number Sense and Operations: Students prepared to exit this level have an understanding of whole number place value for tens and ones and are able to use their understanding of place value to compare two-digit numbers. They are able to add whole numbers within 100 and explain their reasoning, e.g., using concrete models or drawings and strategies based on place value and/or properties of operations. They are able to apply their knowledge of whole number addition and subtraction to represent and solve word problems that call for addition of three whole numbers whose sum is less than 20 by using such problem-solving tools as objects, drawings, and/or simple equations.

Algebraic Thinking: Students prepared to exit this level understand and apply the properties of operations to addition and subtraction problems. They understand the relationship between the two operations and can determine the unknown number in addition or subtraction equations.

Geometry and Measurement: Students prepared to exit this level can analyze and compare 2-dimensional and 3-dimensional shapes based on their attributes, such as their shape, size, orientation, the number of sides and/or vertices (angles), or the lengths of their sides. They can reason with two-dimensional shapes (e.g., quadrilaterals and half- and quarter-circles) and with three-dimensional shapes (e.g., right prisms, cones, and cylinders) to create composite shapes. They are able to measure the length of an object as a whole number of units, which are not necessarily standard units, for example measuring the length of a pencil using a paper clip as the length unit.

Data Analysis: Students prepared to exit this level are able to organize, represent, and interpret simple data sets (e.g., lists of numbers, shapes, or items) using up to three categories. They can answer basic questions related to the total number of data points in a set and the number of data points in each category, and can compare the number of data points in the different categories.



Old/Current - Individual has no or minimal reading and writing skills. May have little or no comprehension of how print corresponds to spoken language and may have difficulty using a writing instrument. At the upper range of this level, individual can recognize, read, and write letters and numbers but has a limited understanding of connected prose and may need frequent re-reading. Can write a limited number of basic sight words and familiar words and phrases; may also be able to write simple sentences or phrases, including very simple messages. Can write basic personal information. Narrative writing is disorganized and unclear, inconsistently uses simple punctuation (e.g., periods, commas, question marks), and contains frequent errors in spelling.

New - Reading: Individuals ready to exit the Beginning Literacy Level comprehend how print corresponds to spoken language and are able to demonstrate understanding of spoken words, syllables, and sound-letter relationships (phonetic patterns), including consonant digraphs and blends. In particular, students at this level are able to recognize and produce rhyming words, blend and segment onsets and rhymes, isolate and pronounce initial, medial, and final sounds, add or substitute individual sounds, and blend and segment single syllable words. They are able to decode two-syllable words following basic patterns as well as recognize common high frequency words by sight. Individuals are able to read simple decodable texts with accuracy, appropriate rate, and expression. They are able to determine the meaning of words and phrases in texts with clear and explicit context.

Individuals ready to exit this level are able to determine main ideas, retell key details, and ask and answer questions about key details in simple texts. Individuals are also able to use the illustrations in the text(s), whether print or digital, to describe its key ideas (e.g., maps, charts, photographs, cartoons). They also are able to use text features, both print and digital, to locate key facts or information. When listening to text above their current independent reading level, they are able to identify the reasons an author gives to support points in a text, describe the connections between ideas within a text, and examine the basic similarities in and differences between two texts on the same topic.

Writing:

Speaking and Listening:

Language: When writing and speaking, individuals ready to exit this level are able to correctly use frequently occurring nouns, verbs (past, present, and future), adjectives, pronouns, prepositions and conjunctions. When writing sentences individuals correctly use capitalization, ending punctuation, and commas in dates and to separate single words in a series. They are able to spell words with common patterns and frequently occurring irregular words. Other words they spell phonetically. In response to prompts, they are able to produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences orally. Individuals are able to determine the meaning of unknown and multiple-meaning words, by applying their knowledge of frequently occurring roots and affixes, as well as sentence-level context. They are able to distinguish shades of meaning among verbs (e.g., look, glance, stare, glare) and adjectives differing in intensity (e.g., large, gigantic) by choosing them or acting out their meanings.

- New FREE Formative tests released in October
 - Aligned to College and Career Readiness Standards
 - Included new Technology Enabled items
- Available to TABE Online customers
- Provides exposure to new CCR Standards based items
- Does not affect TABE scores for NRS reporting
- Content areas include Reading, Math and Language
- Testlets are optional and can be used at anytime after initial TABE Online test

TABE 11&12 Overview

- Field Testing in April and May
 - Testers still needed for Level L and E
- New Standards
 - National College and Career Readiness Standards
- New length of the test
 - Only one test length, no Survey and Complete Battery
- Changes to Math sections
 - Only one math test, Standards focus on Applied Math
- Improved Locator design
 - Longer Locator test to have a stronger prediction to TABE
- Reading, Math and Language tests only
- Alignment to all 3 HSE exams
 - Still reviewing options – prediction vs readiness score

TABE PC

- New Platform planned for TABE 11/12
- Links to a central database preferred

TestMate TABE

- New Scanning option for TABE 11/12
- Links to a central database preferred

TABE CLAS-E

- New NRS Functional Levels and CCR Standards
- Computerized Testing option

Questions?

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